

Running head: THE LIVED EXPERIENCE OF BEING A TEACHER OF ENGLISH AS A FOREIGN LANGUAGE FOR ADHD STUDENTS.

**THE LIVED EXPERIENCE OF BEING A TEACHER OF ENGLISH AS A FOREIGN
LANGUAGE FOR ADHD STUDENTS: A PHENOMENOLOGICAL STUDY**

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FACULTY OF EDUCATION

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**THE LIVED EXPERIENCE OF BEING A TEACHER OF ENGLISH AS A FOREIGN
LANGUAGE FOR ADHD STUDENTS**

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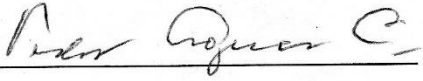
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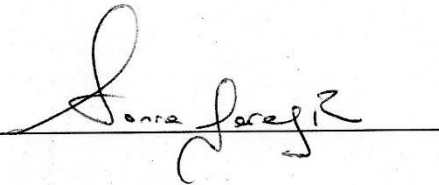
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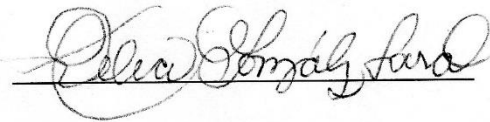
ACCEPTATION PAGE

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Judge 2

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Estefania Schortborgh Romero

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Abstract

Attention Deficit/Hyperactive Disorder is known as a neurobehavioral disorder that affects the ability to pay attention, and children and adolescents seem to be the most common affected population. Nowadays there are some research studies related to ADHD and learning and teaching English field; despite all the studies carried out in order to know how ADHD affects the learning process and established and implemented teaching strategies, few of them have focused on understanding the lived experience of being a teacher of English as a foreign language for ADHD students. The purpose of this qualitative phenomenological study was to understand teachers' lived experiences when teaching English to students with Attention Deficit/Hyperactivity Disorder. Giorgi's phenomenological psychological method was used to analyze the data to determine how a participant teacher perceived and described her experience as a teacher of students with ADHD. The results showed that the lived experience of being a teacher of these students implies a set of feelings connected to pedagogy as well as visions of teaching that make teachers reflect and realize about what is the real problem dealing with ADHD students, as well as how they as teachers can proceed to integrate ADHD students in the classroom and how authentic they can be to establish communication and good relations with students.

Keywords: *ADHD, Lived Experience, Phenomenology.*

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Resumen

El Trastorno por Déficit de Atención/Hiperactividad se conoce como un trastorno neuroconductual que afecta la capacidad de prestar atención, y los niños y adolescentes parecen ser la población afectada más común. Actualmente existen algunas investigaciones relacionadas con el TDAH y el aprendizaje y la enseñanza del inglés; a pesar de todos los estudios realizados para conocer cómo el TDAH afecta el proceso de aprendizaje y las estrategias de enseñanza establecidas e implementadas, pocos de ellos se han centrado en la comprensión de la experiencia vivida al ser profesor de inglés como lengua extranjera para los estudiantes con TDAH. El propósito de este estudio fenomenológico cualitativo fue comprender las experiencias vividas por los profesores al enseñar inglés a los estudiantes con Trastorno por Déficit de Atención e Hiperactividad. Se utilizó el método psicológico fenomenológico de Giorgi para analizar los datos y determinar cómo una profesora participante percibió y describió su experiencia como profesora de estudiantes con TDAH. Los resultados mostraron que la experiencia vivida de ser maestra de estos estudiantes implica un conjunto de sentimientos conectados a la pedagogía así como visiones de la enseñanza que hacen que los maestros reflexionen y se den cuenta de cuál es el problema real que enfrentan los estudiantes con TDAH, así como de cómo ellos como maestros pueden proceder a integrar a los estudiantes con TDAH en el salón de clases y cuán auténticos pueden ser para establecer la comunicación y las buenas relaciones con los estudiantes.

Palabras claves: *TDAH, Experiencia Vivida, Fenomenología.*

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1. Introduction

Attention Deficit/Hyperactive Disorder (ADHD) is known as a neurobehavioral disorder that affects the ability to pay attention, being children and adolescents the most common affected population. This disorder can be identified by three main symptoms these people show as patterns: impulsivity, inattention, and hyperactivity. As a function of their ADHD symptoms, students experience a variety of difficulties in school settings, including problems with behavior control, academic achievement, and peer relationships (DuPaul, Weyandt, & Janusis, 2011). ADHD tends to “affect roughly 3% to 10% of students in a classroom today” (Collins, 2016, p. 2). Being these children the most likely to experience psychosocial problems which involve deficiencies in academic performance and the ability to self-regulate without also leaving aside bad behavior and poor academic performance (Barkley, Shelton, Crosswait, Moorehouse, Fletcher, Barrett, Jenkins, & Metevia, 2000).

There are various strategies that can be implemented and applied to help either teachers and students to deal with ADHD. For example, Villalobos (2012), whose study was focused on implementing an intervention plan for a student with ADHD and a teacher of English; Sabet, Farhoumand, Zafarghandi, & Naseh (2015) focused on strategies (word listing, keyword method, concentration, making sentences with new words and foldovers) directed to the vocabulary skill and Almanza & Pérez (2017), on identifying some factors that contribute to the ADHD students' academic failure and implementing some strategies to help ADHD students to focus on class.

On the other hand, there are some studies that, although related to ADHD, focus on the teachers' ADHD awareness and level of training. Martinussen, Tannock, & Chaban (2011) examined the general and special education teachers' awareness about ADHD and the relationship between teachers' level of training in this disorder and the use of some

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recommended instructional and behavior management approaches such as self-reporting. Topkin, & Roman (2015) focused on primary school teachers' knowledge of the symptoms and management of ADHD children in EFL classroom. Despite all these studies carried out in order to know how ADHD affects the learning process and established and implemented teaching strategies, none or few of them have focused on understanding lived experiences of teachers of English when dealing with ADHD students.

The purpose of this qualitative phenomenological study was to understand the lived experience of being a teacher of English for students with Attention Deficit/Hyperactivity Disorder in the Department of Córdoba. This study aims to answer the following research question:

- What is the lived experience of being a teacher of English as foreign language for students with ADHD?

Lived experience can be understood as the series of significant events and choices that can change certain aspects of our lives, filling us with knowledge and understanding. Lived experience is explored and understood in qualitative research, as a representation and understanding of a researcher or research subject's human experiences, choices, and options and how those factors influence one's perception of knowledge (Given, 2008). In this case, lived experiences give us an idea about the types of problems, challenges and difficulties that teachers face dealing with ADHD students and concerning this, try to plan training for future teachers.

In the following chapter, the reader will find a theoretical background which will lead him to a general view about the different theories related to ADHD and English Teaching and the

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main concepts of this study. The third chapter contains the methodology and the data collection techniques in order to show how this study is carried out.

2. Theoretical Framework

This chapter is divided into two main parts: Conceptual framework and Literature review. The conceptual framework addresses significant concepts that support the study and help to be contextualized with the main key words and the literature review includes some studies that sustain this study.

2.1. Conceptual Framework

2.1.1. Mental Disorder. Hyman, Chisholm, Kessler, Patel, & Whiteford (2006) state that mental disorders are conditions that disturb the control of some brain functions such as cognition, emotion, and behavior; as a consequence, the ability of learning is hindered. According to Kutcher, Wei, & Morgan (2015), there are some negative results in the academic and social field for people with mental disorders who have not treated their conditions.

2.1.2. Attention Deficit Hyperactivity Disorder. ADHD is a mental health disorder that prevents an individual with ADHD from taking control of his or her behaviors and their ability to pay attention flawlessly. ADHD is a disorder that occurs in childhood and eventually persists into adolescence and adulthood, which is very often associated with problems of social interaction, psychosocial adjustment, and academic achievement (*A guide to the classification of special needs*, 2014).

ADHD can be identified through hyperactivity, impulsivity and inattention. These three most common symptoms abruptly hinder the ability to master functioning for the performance of activities or tasks that are crucial to achieving optimal childhood development (Richters, Arnold, Jensen, Abikoff, Conners, Greenhill, & Swanson, 1995). These are exhibited in different ways, for example, when the individual is assigned an activity this can be developed initially

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successfully but it is not certain that they can complete it because it is difficult for them as they develop the activity and decide to abandon it to impulsively start a new one (Kirby & Kaplan, 2003).

Inattention. According to National Institute of Mental Health (2016), inattention is the abandonment of chores with no persistence or determination, struggling with being focused on a specific activity and dealing with disorganization. For example: forgetting things and details, being distracted without any difficulty, changing from one task to another usual and simultaneously or presenting difficulty in following instructions.

Impulsivity. Impulsivity is acting in a specific moment without thinking or prevising, with the aim of getting a gratification, and subsequently, having harmful consequences in the future (NIMH,2016). For example: Expressing hurtful or out of place comments, exposing emotions without any limit or taking actions without thinking about the harm that can be caused.

Hyperactivity. National Institute of Mental Health (2016) explains that this symptom refers to the frequent excess of movement and restlessness that the individual presents in different situations. For example, a person who “often has difficulty playing or engaging in leisure activities quietly” (Kirby & Kaplan, 2003, p. 34).

2.1.3. ADHD in Classroom. Abikoff, Gittelman-Klein, & Klein; Whalen, Henker, Collins, Finck, & Dotemoto considered that ADHD students can interrupt the class and their learning process due to their behavioral problems; some of these problems are directly related to disengagement, the necessity of moving and compulsiveness (as cited in Greene, 2002). Inside the classroom, there are some aspects that can be shown in students with ADHD such as low

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attention and careless in making mistakes in scholar activities, disability to be focused and quiet in specific tasks, organizing and remembering issues (APA,2018).

2.2. Literature Review

ADHD in education has been the subject matter of many studies, these looking for strategies, the influence of the teachers' factors on ADHD students and the way this disorder can affect English skills such as speaking, among others. As far as we have investigated, we have not found studies about lived experiences of teachers of English dealing with students with ADHD. However, many studies have focused on strategies and techniques for teaching English to ADHD students. For example, Villalobos (2012) explored Attention-Deficit Hyperactivity Disorder in the EFL classroom. This study focused on implementing an intervention plan for a student with ADHD and an English teacher in an English as a Foreign Language (EFL) environment in Costa Rica which consisted of four sessions in which there were some techniques and strategies to improve ADHD student's performance in English class and to understand better the generalities of this student. The researcher chose a fourteen-year-old, male, Caucasian student from a high school who was diagnosed with ADHD to be the participant. This study revealed that the set of strategies and techniques used in the intervention plan made a positive effect on many learning aspects such as motivation, interest, concentration, responsibility, academic skills, and effectiveness. The intervention plan also improved teacher's organization and planning skills.

Another study was carried out by Sabet, Farhoumand, Zafarghandi & Naseh (2015) on the effectiveness of focus strategies to ADHD students' acquisition of vocabulary skill. The participants were chosen from two female junior high schools; eight ADHD students and eight normal ones who were divided into two groups (control group and experimental group). In the control group, the word listing strategy was implemented to both, ADHD students and normal

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students and in the experimental group, the focus strategies were applied to ADHD students and normal ones. The implemented strategies were word listing, keyword method, concentration, making sentences with new words and foldovers; the last four mentioned strategies were considered as the focus strategies. To collect the data, each group were in two phases which have sixteen sessions in total. In the first phase, vocabulary was taught to each group by using word listing and in the second phase, vocabulary was taught by using focus strategies. Right after each phase, students did a post-exam to know how much they learnt vocabulary with the used strategies and after a week, students did a delayed-exam. The results showed a significant increase in the vocabulary learning process due to the focus strategies; to be more specific, the keyword method and foldovers. Normal and ADHD students' scores were too similar. Even though, the difference was not huge.

Almanza & Perez (2017) explored the factors that influence ADHD students' academic field at a private school in Montería, Colombia with an ADHD 4th grader student as a participant. To collect the data, the participant, three teachers, and two classmates were interviewed. The participant was also observed in his own environment to analyze the behavior. Role plays and presentations were the implemented strategies to help this student to be focused and involved in the English classes. The results showed that negative reinforcement, small classroom size and how easily this student get distracted are the factors that affect the student's learning process. Due to the strategies, ADHD student got encouraged to participate in class.

In contrast, there are some studies that aim to explore teachers' ADHD knowledge and training. One example is Martinussen, Tannock, & Chaban (2011), who examined the general and special education teachers' awareness about ADHD and the relationship between teachers' level of training in this disorder and the use of some recommended instructional and behavior

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management approaches by self-reporting for ADHD students. This study was carried out in a school located in Ontario, Canada where 76 teachers (42 general education teachers and 34 special education teachers) were chosen as participants. It was discovered that general education teachers received less ADHD training than special education teachers. But 41% of special education teachers received little ADHD training. The results also showed that either general and special education teachers did not frequently use behavior management approaches. Even though, special education teachers did not score as high as general education teachers of the use of Instructional and Behavior Management approaches. To conclude, the result exposed that both, general and special education teachers did not receive enough training to deal with ADHD students. General education teachers had a positive effect on the relationship between in-service training and the use of recommended instructional and behavior management approaches.

Another example is Topkin, & Roman (2015), who aimed to examine primary school teachers' knowledge of the symptoms and management of children in their classrooms who were diagnosed with ADHD. This study was carried out in 23 South African primary schools where 200 teachers from first to fifth grades were chosen as the participants. To collect the data, a self-administered questionnaire called the Knowledge of Attention-Deficit Disorder Scale (KADDS) was used. This questionnaire tends to measure the knowledge teachers have towards ADHD and consists of three scales. The first one contains 15 questions about general information about ADHD, the second one with 9 questions related to symptoms and diagnosis and the last one, 12 questions about treatments for this disorder and the answer options were: Correct, Incorrect and Don't know. The results showed that 45% of the teachers chose the "Correct" answer choice which means that teachers have some information about ADHD, on the other hand, 31% of teachers chose the "Don't know" answer choice while the 22% represented the "Incorrect"

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answer choice. These results concluded that teachers know about ADHD and its treatments and most of the teachers had received ADHD training.

Some of the mentioned studies evidence that there is a huge interest on implementing strategies to guide teachers to teach ADHD students and help them to improve their English learning process. There are also others studies focused on measuring teachers' knowledge and awareness of this disorder and training level. Researchers have tended to explore or to know many aspects related to ADHD in English teaching and learning. However, there is still a gap to be filled, regarding all the studies found in different sources, lived experiences of teachers of English with ADHD students in EFL classrooms have not been explored so far.

3. Methodology

The purpose of this study was to understand the lived experience of being a teacher of English with ADHD students in the classroom. Taking into account that “the lived experience is the concrete, present and spontaneous experience of perceiving, feeling, moving and speaking. It is a rich and multi-perspectival experience, revealing the deeper layers of our everyday experience (Dorfman, 2013, p. 120)”, it is possible to understand better the perspective of behavior, actions or reactions that a human being can have towards to a specific problem or phenomenon. This chapter consists of Type of study, Context and Participants, Data Collection Methods and Data Analysis.

3.1. Type of study

This research proposal is considered as a qualitative research since it gives the researchers a better description and interpretation of a problem or phenomenon. Qualitative research aims at “understanding the phenomenon or event under study from the interior” (Flick, 2018, p. 65). By following a qualitative research, the researchers can explore or understand the phenomenon under study in a detailed way.

Additionally, this proposal followed a phenomenological design whose main purpose was to understand people’s experiences perceiving a specific phenomenon. Balls stated that “Phenomenology focuses on consciousness and the content of conscious experiences, such as judgments, perceptions, and emotions” (as cited in Connelly, 2010). This study is useful for comprehending or realizing teachers’ lived experience when dealing with ADHD students in EFL classrooms. To carry out this study, the participant answered some questions done by an

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interviewer in order to understand her experience dealing with ADHD students and then, the answers were analyzed to have the results.

To make sure that the researchers' assumptions or beliefs related to the perspective of the phenomenon under study did not affect the description of this, it was important to achieve bracketing. Hamill & Sinclair (2010) stated that bracketing is an approach that leads researchers to avoid the influences of their thought and beliefs towards the phenomenon and the interpretation of this. Achieving bracketing showed transparency and validity before, during and after interviewing. Bracketing process does not only start with the data analysis but also at the beginning of the whole study.

3.2. Context and Participants

Purposeful sampling was the basis for selecting the research participants. According to Patton (1990), this type of sampling refers to the selection of information-rich cases or participants according to the purpose of the study (as cited in Coyne, 1997). To make possible the development of this research study, the sample was chosen from a public school located in the south of Monteria, Córdoba which provides education for preschool, primary and secondary graders. This school has three teachers of English who are allocated between sixth grades to eleventh grades; from these five teachers, one was selected as a participant, because she has dealt with and taught children diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD) and because this research study was focused on describing the experience of being a teacher of English as a foreign language for ADHD students, the researchers concluded that this participant was the most appropriate option.

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3.3. Ethical considerations

3.3.1. Informed Consent

To make possible the data collection process, it was important to carry out a process first that implied writing a letter that contained an informed consent, given to the participant. In this informed consent, there were some established points such as the purpose of the study, the implications of the interviewing process and the audio-recording permissions. The audio-recording permission was with the purpose of letting the participant know that the researchers would use the audios to transcribe the interviews and analyze them. It was clear for the participant the points written in the letter that each interview would be kept in confidentiality. After reading the informed consent, the participant signed it and gave it back to the researchers.

3.3.2. Confidentiality

To keep the participant's identity in confidentiality, the name of the school where the participant works was not mentioned in the study. The participant's real name was changed for another one. Mary was the name that was given to the participant so as to not involve the participant's real identity and everything related to her personal life.

3.4. Data collection methods

In this study the data was collected with the purpose of having reliability and enough information to answer the research question; the data collection procedures were: Semi-structured interviews and the reflective diary. According to Longhurst (2003), Semi-structured interviews are oral interchange processes where the interviewer tries to collect specific information from a person by asking questions. Since the research question is related to the lived experience of being a teacher of English for ADHD students, this was the most appropriate tool

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to gather the specific information the researchers needed to answer this question. People's lived experiences are not observable since they give their own experience significance.

Based on Seidman's model of in-depth interviewing (2013), the participant was interviewed three times; each interview lasted from 10 to 30 minutes, was audio-recorded and done every two days away. The first interview was about teacher's professional experience and general information about it; this helped researchers contextualize and obtain the information about how much time she has been working as teacher, how many ADHD students she has had, etc. The second interview included specific questions about how the participant has been dealing with ADHD students, how she has felt with this and which were the most significant moments she has had along her whole teaching experience. And the last interview consisted on reflexing about her experience as such.

The type of question included in the semi-structured interview was open-ended since it helped researchers understand better the teacher's lived experience. According to Reja, Manfreda, Hlebec & Vehovar, (2003) open-ended questions are more appropriate to gather the information needed because of their two main advantages, "One is to discover the responses that individuals give spontaneously; the other is to avoid the bias that may result from suggesting responses to individuals" (p. 159). So open-ended questions gave the participant the opportunity to answer the questions in details without being restricted to answer a simple "yes" or "no". Avoiding bias could help the researchers obtain the needed information; by exploring lived experience, researchers cannot suggest some answers to a specific question related to each individual's lived experience since it is different and personal.

The reflective diary was a tool which helped the researchers provide clear information about the whole process and show that the results were not disrupted by these ones. This tool

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also facilitated achieve bracketing. According to Wall, Glenn, Mitchinson, & Poole (2004), before interviewing, it was important to leave all the judgements and thoughts researchers had about the phenomenon to be studied in order to avoid disturbances, which is known as bracketing.

Furthermore, using the reflective diary, the researchers followed some stages. The first one was related to the mental preparation before some situations and the establishment of some strategies that allowed to achieve bracketing. In the second stage, a complete description of situations was found, the identification of some factors that could influence in these situations, and the provision of some evidences that bracketing is achieved. The third stage was defined as the learning process in which researchers had been exposed through the interviews. And the final one, putting into practice what the researchers learnt from achieving bracketing for future interviews or similar experiences (Wall, Glenn, Mitchinson, & Poole, 2004).

3.5. Data analysis

Giorgi's phenomenological psychological method was used to analyze the data to determine to how the participant perceived and described her experience, the most appropriated method to analyze the data collected by carrying out semi-structured interviews was the Giorgi's phenomenological psychological method integrated into a general coding process that allowed us to understand and describe better the phenomenon under investigation in a more accurate and innovate way. According to Giorgi (2003), these are the five Giorgi's steps. 1) transcribing and reading description of the experience. 2) Selecting meaning units. 3) Clustering meaning units. 4) Turning meaning units into descriptive expressions. 5) Exposing synthesis.

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To develop the first step was necessary for researchers to transcribe all the audio-recorded interviews and then read these transcripts also called verbatim transcripts several times to get a whole sense of the information. In the second step, the verbatim transcripts were arranged in meaning units which are the parts of the verbatim transcripts related to the phenomenon under investigation and the research question, therefore the meaning units were selected to be coded in a word or phrase that condense the whole sense of the verbatim transcript through a natural attitude. For example: The participant expressed, “My understanding about the process is more related to how teacher can perceive instead of the issue itself.” And analyzing this meaning unit, the researches assigned “*teacher’s perception*” as a code, capturing the whole idea and the attribute of the meaning unit.

In the third step, the researchers needed to analyze the meaning units through a phenomenological attitude to state initial themes clustering the meaning units that contained or communicated a similar essence.

In the fourth step, the researchers used free imaginative variation to state descriptive expressions that reflect the essential psychological senses of the meaning units, identifying which attributes of the experience were useful for the description of the phenomenon, eliminating repetitive information or redundancies to finally make a deeper analysis without leaving aside a phenomenological attitude and turn the initial themes into final themes, describing these using some “*in vivo codes*” to support and justify the descriptions.

In the fifth step, the final description of the phenomenon was exposed as a synthesis, describing the lived experience of being a teacher of English as a foreign language for ADHD students in a conceptual structure.

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Giorgi's method is the most appropriate method since it guides the researcher to describe or understand the participant's experience in a psychological way; this means that the researcher would make a description from the participant's consciousness or insight confined in her experience of being a teacher of English as a foreign language for ADHD students. It is important to add that this method had not been used in any phenomenological study done at the University of Córdoba.

To carry out the development of the integration between Giorgi's method and coding process to analyze the data was necessary to go from a natural attitude to a phenomenological attitude. Being a natural attitude, the way people usually see what happens in daily life as ordinary or normal, only seeing what it is explicit or manifest, what it is easy to see or perceive in the external side of the experience. A phenomenological attitude is the opposite; this means the way people perceive in-depth the experience, what it is implicit or latent. This attitude allows the researcher to go beyond what is obvious and explore inside the consciousness of the participant to really understand his or her experience. Table 1 depicts the outcomes of the coding process for Giorgi's five-step method of phenomenological analysis.

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Table 1

The Outcomes of Coding for Giorgi´s five-step Method of Phenomenological Analysis

Steps	Analysis Outcomes
1. Reading and rereading the whole description to get a sense of the whole	Initial codes
2. Going back to the beginning of the description to discriminate meaning	Units of meanings
3. Examining units of meaning using imaginative variation	Themes
4. Reviewing the most psychologically sensitive expressions or themes with the help of free imaginative variation to determine essential themes	Structure of the phenomenon (illustrated narrative)
5. Clarifying and interpreting the raw data	Synthesis and integration of the phenomenon

(P. Aguas, November 12nd, 2019, personal communication)

4. Findings

From the fourth step of Giorgi's phenomenological method, emerged six latent themes that expressed the experience of the phenomenon under study in its essence: Perception as growth, Dependency, Being authentic with others and learning, Feelings connected to pedagogy, Visions of teaching and, The Power of Continuity. As in the fifth step, the researchers had to synthesize or describe each theme in form of a narrative so as to create the conceptual structure of the phenomenon of having ADHD students in EFL classroom.

4.1. Themes

4.1.1. Perception as growth

The participant indicated that disruptive behavior is not only related to little kids but also with teenagers; it can be found in teachers' daily life when they teach in any grade at any school. Mary stated, "from my experience, I have evidenced this problem as an issue that teachers deal with it on a daily basis and it doesn't really like have to be only when you teach little kids."

Mary does not consider that the real problem is the disorder as such but the way how teachers deal with the students; the way teachers understand this, influence directly on the way they progress in the class. She described this experience as an opportunity to grow in her profession and to achieve any goal with any kind of students. Mary declared, "My understanding of the process is more related to how teachers can perceive instead of the issue itself. So, I don't think students are the problem. I think students are challenging opportunities for teachers to improve their teaching practicum."

The participant also believes that teaching ADHD students is a continuous process where teachers acquire knowledge related to this disorder and at the same time, reflect in their lacks, be

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better at and do more on what they do inside the classroom. She declared, “I think it’s been like a non-ending cycle where every day you have to learn and obviously improve. It is more related to what you can as a teacher need with students rather than just being the teacher.”

Mary has been working as a teacher of English for about ten years and she claimed that being a teacher of English as a foreign language for ADHD students has been an experience for self-growing in her teaching practicum.

4.1.2. Dependency

The participant explained that students with ADHD are distinguishable in the classroom because of their disruptive behavior, they are always in a constant search for attention by acting very notoriously, it means that they are dependent on the attention that teacher and their classmates can give them. Mary stated:

I think ADHD students are notorious. Every time you work with this kind of students, especially because we have large classes, you can notice students really like they are all over the place. That means that they usually like for example, they can’t really sit for a long time. They usually are finding attention in other kids. Or they are kind of pushing them, talking or trying to help you.

Mary suggested the students to sit down and work but they are always looking for assistance. She declared, “Although I say sit down and do your work, they are mostly trying to seek for attention or also to seek for some kind of help, all the time.” Highlighting this behavior, she added that students want to make themselves felt in the classroom and even outside it, “They are always behind the teacher, like teacher what should I do? teacher how can I help you?”

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She reaffirmed that in spite of the control she wanted to give them like suggesting and ordering them the way they should behave, they due to their dependence on attention were always going to be looking for this one with its notorious disruptive behavior.

4.1.3. Being authentic with others and learning

Mary did not only learn about this kind of ADHD but also, she learnt how to deal with these students and help them overcome the problem and be involved in the classes. She was really authentic with the student when she reflected and realized that this was a struggle for her student and she did something about it.

Mary has dealt with different kind of students, from ADHD students with disorderly behavior from ADHD ones with passive behavior. She stated “I also work with this kind of students at the university of Cordoba as well and the kind of ADHD students I have there are totally the opposite” In her experience dealing with this kind of student, which was something new for her, she affirmed that she was able to understand that passive behavior as a problem. She could have the opportunity to talk to her student’s mother about this student’s performance in class. After doing this, the student’s mother came to talk to Mary some weeks later about her student’s diagnose which was a kind of passive ADHD. Mary explained:

This is not something that can be only defined because the student is all the time shouting, talking, seeking for attention, but also because there are certain kind of students who have a pattern where they are usually passive, quiet, reluctant to speak, reluctant to participate.

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Mary indicated that an ADHD student was characterized by being very active, absent-minded or inattentive. When she knew about passive ADHD, it was kind of shocking for her.

The participant stated:

She was defined as an ADHD student but then the report explicitly that there are different types of ADHD. So, her role was passive; extremely passive. So, it was nice for me at least to know because I thought that everything related to hyperactivity had to do only with disruptive, noisy kids in the class and it's not that way so that was like my surprise to know about her case.

This experience led Mary to know and learn about this type of ADHD and to identify it. Mary noted, “she was really struggling in learning and obviously as I saw the report, I had to you know, tell her some of my activities to really work with her and try to engage her as much as I could.”

4.1.4. Feelings connected to pedagogy

The experience of being a teacher of English as a foreign language for ADHD students has raised in Mary a set of feelings that connect her even more with her passion for teaching. She said, “To be a teacher of ADHD students feels like being engaged, like being motivated.” Feelings that arose when she saw the impact she was provoking in their lives as well as teaching them English. She continued to say, “I think you feel more helpful when you really see not only that students are learning English but also that you are changing human lives.”

Mary emphasized the importance of being connected to the learning process because it is crucial to take into account all aspects of being a teacher of ADHD students and normal ones. She concluded that it is necessary to carry out the whole process of planning classes, assessing,

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planning activities and tasks, directed in two ways to achieve an integration in the classroom and not to do any type of exclusion, always thinking of all students. Therefore, for her being a teacher of English as a foreign language for ADHD denotes some implications:

It implies to think in the methodology, think twice about the way I am going to assess them, devote time to your planning and obviously do some kind of differentiation while doing your task or while designing your activities you need to keep those things in mind, so it really implies a lot of work, also you need to be like open to the experience and to learn on what happens every day or daily bases in the classroom.

As part of these implication she placed an emphasis on the methodology indicating that there are not common methodologies to teach and deal with ADHD students, it is more about how connected teachers are with students and the way they can proceed to carry out their teaching process significantly. Based on her experience, Mary stated, “I don’t think it would be like a general methodology because when you are teaching whatever you are teaching any course subject, the difference would not be about what they are learning but about how you are proceeding.”

She doesn't care about just teaching, she cares about how to teach, how to integrate all students and how to proceed with them.

4.1.5. Visions of teaching

Mary keeps in mind that teaching is an act that goes beyond being in front of a specific number of students and explaining any topic related to the subject: changing human lives. Mary says “I think you feel more helpful when you really see not only that students are learning English but also that you are changing human lives”.

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She always keeps herself evaluating at the end of a term how her teaching practices have influenced her students and how much she has helped them to understand what she is trying to teach. Mary affirmed:

I keep myself reflecting on what I do every day and I really wanna improve. Something that I do at the end of every semester and every period is to try to see how much I'm giving to the students for them to really learn.

Mary indicated that keeping herself reflecting on her classes has guided her to understand how ADHD can influence her classes too. Mary considered, "I think my own reflection has led me to probably discover some of the things that might work in my teaching sessions"

She considers that the classroom atmosphere does not depend on the disorder that these students have but the way these students are involved in the class. She added:

When you work with these students you would see that the whole atmosphere changes because if they are engaged, most of the students are too. I think in a way they do influence what happens in the class, it could be positive sometimes, it could be also negative, it also depends on the kind of involvement you are giving them.

She does not believe that these students have a negative or positive influence in the atmosphere of the classes because of their disorder. She added that the atmosphere can be influenced in a positive or negative way because of some important factors that mainly came from teachers' proceeding. Mary explained:

It depends on the activity, it would depend on the role you are giving them, it would depend on teaching goal, on the learning strategies you are using like I would not really

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define if it is always positive or if it is a negative, I think it would depend more on what is the purpose of the class and also what is the role you are giving them.

Mary always tries to involve all the students in the class, with no exceptions. She does not take into consideration how many students with this disorder are, she always maintains her students working together without discrimination or segregation. She explained, "If I am working something in my special case that I have sixth-grade students and seventh grade, they are always like I drive my class to be integrated."

Mary accepts as true that teaching is helping students to understand and learn about something in a humanistic way; this means taking into account that they are human beings and they also need to be understood in the way they learn with any kind of conditions they could have. For this reason, Mary considered that there are not general methodologies for ADHD students to learn because each student is different. Mary said:

When you are teaching English I thought, you are teaching just the language, you are not really dealing with the human being, you are just teaching something, but when they come to you and you see how different every student in the class is, you like in your mind, you think about well, teaching English from the language you know, so I think obviously there is a relationship as many students are goal-oriented and they know what is happening in the class always the teaching of English is more evident like you see they learn and something that happens here is that whatever you are doing that is affecting every person in the class, in a way is helping them as a community.

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4.1.6. The Power of Continuity

Through her years of experience as an English teacher, the participant realized that everything she does in class can be affected or impacted by the way she uses and implements her strategies in class. She declared, “I’ve been teaching here for almost twelve years now, I have realized and noticed how my strategies can really affect what I do in the classes.” So, she emphasized the importance and need to get involved every day with her work and her role as a teacher describing this experience as a cycle that does not end, an experience that has made her reflect and notice that she still has more to do. She added, “I think my experience has been non-stop, it means every day you have to be reading, learning, to be exploring.”

Mary highlighted her interest in wanting to learn from students with ADHD as much as possible because she is not only dealing with students but also with human beings emphasizing that each of them are totally different. She stated, “Every day, every year you meet new students and they come to you with different ideas, feelings, dreams, so I think is something that we never stop. So, I think it’s an unstoppable experience.”

Consequently, she described her experience dealing with ADHD students as a process that requires constancy and involvement because, as a teacher, every year she is going to have new students which implies different behaviors and personalities and even disorders.

4.2. Conceptual structure

Dealing ADHD students in the classroom is certainly a big challenge, not only because teachers are dealing with a mental disorder but also because they are dealing with all the factors or symptoms that are linked to it. By the fact that students with Attention Deficit/Hyperactive Disorder are very noticeable in the classroom and they are all the time active and on the move

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totally dependent on attention or in an extreme case totally passive, quiet and silent, the lived experience of being an English teacher as freeing language for ADHD students is described as the importance of being authentic to connect with each child and create a bond of trust that allows communication, also understand that students are not the problem and that on the contrary they are the ones who can help teachers grow and improve personally and professionally because they must go beyond the normal and ordinary, they need to keep in continuous process of research, involvement and learning because daily a teacher deals with children with different personalities, ways of learning, behaviors, etc.

Having visions of teaching is key to connecting ADHD students with classes and with the learning process. It is the way in which teaching practices are directed which determine a positive or negative impact on them so it is important and necessary to constantly reflect on what is done daily in class, it must be important how to proceed to achieve integration in class because the essential thing is to understand that despite their mental condition they can learn because they are also human beings.

5. Discussion

This study intended to understand and describe the lived experience of being a teacher of English as a foreign language for ADHD students.

Regarding the research question “What is the lived experience of being a teacher of English as foreign language for students with ADHD?”, the study found six themes that emerged after the data analysis process: Perception as growth, dependency, being authentic with others and learning, feelings connected to pedagogy, visions of teaching and, the power of continuity.

This study evidences that being a teacher of English as a foreign language for ADHD students implies a set of feelings connected to pedagogy as well as visions of teaching that make teachers reflect and realize about what is the real problem dealing with ADHD students, how they as teachers can proceed to integrate ADHD students in classroom and how authentic they can be to establish communication and a good relation with students. Learning constantly from all these situations or cases to improve teaching practices and grow personally and professionally.

There are a lot of research studies related to ADHD that focus on strategies to improve these student’s performance in English classes. As an example, Villalobos (2012) tended to implement a plan with a set of strategies to improve an ADHD student’s performance. Obtaining the results through observations, it was found that the intervention had a positive impact on motivation, interest, concentration, responsibility, academic skills, and effectiveness. The intervention plan also improved the teacher’s organization and planning skills. In a similar study, Almanza & Perez (2017) explored the factors that influence ADHD students’ academic field. This study showed that negative reinforcement from the teacher, small classroom size, and the

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easy way this student gets distracted are the factors that affect the student's learning process. Comparing the studies shown above and this research study, we can find a similarity in the results concerning teachers' procedures in the class with ADHD students. Regarding the experience of the participant of this study, she emphasized teachers' way to plan the classes, involve and engage students, calling this teachers' proceeding.

The population, the data collection method, and the research design of these two previous studies used differ with this study regarding population and the research design. Both employed a case study design. This study focused on describing the experience of being a teacher of English as a foreign language for ADHD. It is clear that the sample of this study is a teacher of English and the research design is phenomenological because it gives us a broad opportunity to understand and describe the experience of hers. The data collection implemented in this study was semi-structured interviews that allowed the researchers to collect the information needed to answer the research question.

While there are studies whose main population are the students, there are others that focus on teachers, more specifically measuring the level of teachers' ADHD training level. Such studies involve the way they can deal and teach students with this disorder and the ability to identify students with this condition. Topkin, & Roman (2015) explored primary school teachers' knowledge of the symptoms and management of children in their classrooms who were diagnosed with ADHD. For the research design, the researchers followed a cross-sectional descriptive one and for the data collection, the researchers used a self-administered questionnaire called the Knowledge of Attention-Deficit Disorder Scale (KADDS), which is totally the opposite of the semi-structured interviews employed in this study through a questionnaire.

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Likely, Topkin & Roman (2015) considered as an important part, teachers' knowledge of symptoms. In this study, the results showed that the participant believed that the only symptoms that an ADHD student could have was a disruptive behavior while there are ADHD students who are the opposite. On the other hand, Martinussen, Tannock, & Chaban (2011) examined the general and special education teachers' awareness about ADHD and the relationship between teachers' level of training in this disorder and the use of some recommended instructional and behavior management approaches by self-reporting for ADHD students. Unlikely, in this phenomenological study, the participant placed emphasis on the general methodologies for ADHD. She does not think that there are general methodologies that can fit on ADHD students since each student is different even when they have common conditions, in this case, Attention Deficit/Hyperactivity Disorder.

To carry out that study, the researchers used surveys to measure teachers' ADHD awareness and the use of the behavior management approaches which differ in the instruments used in this study. In addition, the research design of that study follows an exploratory one which also differs in the research design of this study.

6. Reflection

To carry out a study that follows a phenomenological design, there are some aspects that the researcher needs to know; having or acquiring a phenomenological attitude is the main aspect that this design implies. A phenomenological attitude means understanding the whole experience not by seeing the manifest or explicit aspects but seeing what it is inside, the implicit or latent side of this. Bracketing is another aspect of any phenomenological research study. By achieving this approach, the researcher needs to put aside or leave all the discernments or perceptions that are inside his own consciousness about the phenomenon under study. It does not matter if the researcher has had similar experiences related to the phenomenon, it is necessary to achieve bracketing in order to not disturb the participant's answer and the data analysis process.

To achieve bracketing it is essential to use the reflective diary. In this, the researcher writes the thoughts and the assumptions that he has about the phenomenon before the interviewing process; this helps the researcher have a clear view of what it is important to avoid. During the interviews, the researcher has clear that he cannot include his perspective about it. In the data analysis process, it was also necessary for describing as a narrative, the themes that emerged from the coding process of the interviews.

The researchers wrote in the reflective diary all the challenges, the aspects of the bracketing process and the points that they did not know about the phenomenon from another perspective. All the aspects written in the diary led the researches to have a better view of what they thought. Before the interviewing process, we really thought that we were going to face a teacher that always saw ADHD as a huge problem that she had to deal with every day and face also some critical moments of the teaching process.

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In the first interview, we did not know about other types of ADHD; the one that is passive. To be honest, we thought that those students were facing shyness but in fact, they had ADHD. In the second interview we realized that ADHD rather than being a problem or disorder, it is more like an opportunity to grow and improve as future teachers. We also thought that there were general techniques or methodologies that can help these students as such but in fact, there are not methodologies that fit all of them, that is the reason why we as teachers need to keep researching, investigating how these students can be involved or included in the class and planning according to what they like or interest; each student is different so we cannot fit them in general methodologies. During all the interviews, we did not have the feeling of suggesting a possible answer for a specific question nor giving our opinion of the phenomenon under investigation.

7. Conclusion

The purpose of this study was to understand and describe the lived experience of being a teacher of English as a foreign language for ADHD students. This section includes information about the scope and limitations of the study that, in this case, were more related to difficulties that researchers had during the data analysis procedure and also information about recommendations and suggestions for further research.

The participant experienced that being a teacher of English as a foreign language for ADHD students implies a set of feelings connected to pedagogy as well as visions of teaching that make teachers reflect and realize about what is the real problem dealing with ADHD students, how they as teachers can proceed to integrate ADHD students in classroom and how authentic they can be to establish communication and a good relation with students. Learning constantly from all these situations or cases to improve teaching practices and grow personally and professionally.

However, this study only analyzed the lived experience of one teacher of English, this situation has limited the researchers to show different perspectives and descriptions of the experience of being a teacher of English for ADHD students. For this reason, the researchers suggest carrying out more studies by expanding the number of participants to obtain more information so as to describe more than one experience with which people can feel identified if at any time, they lived similar experiences due to the wider range of findings.

Conducting a phenomenological study to understand and describe the experience of being an English teacher as foreign language for ADHD students, implies covering the large field of education mainly English teachers and the field of psychology to deal with a mental disorder,

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i.e., ADHD. Therefore, this study offers significant and accurate information that can be very useful to implement trainings for future English teachers because the participant has had the opportunity to work and deal with several students diagnosed with different type of ADHD. Also, because the results obtained show a wide range of specific features related to the teaching process that can make many educators aware about certain methodological aspects that perhaps they do not know or have not considered when facing situations with children with mental disorders.

During the data collection and data analysis process was difficult, the researchers found it difficult to go from the natural attitude to a transcendental attitude. Actually, going from collecting and analyzing to interpreting the participant's perception of her lived experience of dealing with ADHD was challenging and demanding. Nevertheless, at the end, it was possible to complete this process, which allowed the researcher to synthesize and describe the lived experience of the target participant

More phenomenological research methods in Colombia and mainly in the University of Córdoba is a necessity for future research because a few phenomenological studies have been carried out which is the country. There have always been failures and lack of support in the field of education which has given rise to many problems that should be studied by analyzing the way in which each person perceives their world and the way in which they describe each experience they live. This in turn, would help teachers to know things that go beyond a natural perception and find ways to prepare ourselves to face such problems.

The researchers suggest continuing to study the lived experiences of teachers of English or any other subject because of a clear focus on students only. Teachers are also important because of their responsibility of training future professionals. In fact, it is necessary to know

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what they feel when facing so many students daily, how they live each extreme situation, and how they perceive their teaching process.

Finally, delving into research on mental disorders in the classroom is a need. Actually, classroom situations are different and extreme, occur every day, and take teachers out of their comfort zone. For that reason, it is important for future teachers know more and more about these situations and how others have dealt with them.

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8. Appendixes

8.1. Appendix - Interview questionnaire

What is the lived experience of being a teacher as a foreign language for ADHD students?	
INTERVIEW 1: FOCUSED ON LIFE HISTORY	<ol style="list-style-type: none">1. What does ADHD mean to you?2. How did you become a teacher for ADHD students?3. What particular characteristics do you believe distinguish teaching ADHD students from teaching regular students?
INTERVIEW 2: FOCUSED ON DETAILS OF THE EXPERIENCE	<ol style="list-style-type: none">1. What is it feel like being a teacher of ADHD students?2. How would you describe your experience teaching ADHD students?3. From your perspective, what does having ADHD students in the classroom imply?4. How would you describe common methodologies for ADHD students?5. How do ADHD strategies to control students influence the regular classroom atmosphere?6. How do ADHD teaching strategies influence the teaching of English in the school?
INTERVIEW 3: FOCUSED ON REFLECTION AND MEANING.	<ol style="list-style-type: none">1. Given what you have said about teaching ADHD students, how do you understand this process?2. Has teaching ADHD students represented any challenges?3. How has this experience influenced your teaching practices?

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8.2. Appendix 2 – Matrix 1

Working Matrix for Giorgi's five-step Method 3

Units of Meaning	Initial Themes	Final Themes
Interview 1:		
From my experience, I have evidenced this problem as an issue that teachers deal with it in a daily bases and it doesn't really like have to be only when you teach little kids....	Professional awareness	Self-perception
I keep myself reflecting about what I do every day and I really wanna improve. Something that I do at the end of every semester, and every period is to try to see how much I'm giving to the students for them to really learn.	Improvement	Awareness of balance.
I do care about these students for mostly like kind of misbehave in class. And obviously throughout my experience here in Antonia Santos, I've been teaching here for almost twelve years now, I have realized and noticed how my strategies can really affect what I do in the classes.	Continuous care	The power of continuity
I think it's notorious. Every time you work with this kind of students, especially because we have large classes, you can notice students really like they are all over the place. That means that they usually like for example, they can't really sit for a long time. They usually are finding attention in other kids. Or they are kind of pushing them, talking or trying to help you.	Increased awareness of presense	Dependency
They are always behind the teacher, like teacher what should I do? teacher how can I help you?	Seeking attention	Dependency
Despite to tell them sit down and do your work, they are mostly trying to seek for attention or also to seek for some kind of help, all the time.	Seeking attention	Dependency
I also work with this kind of students at the university of Cordoba as well and the kind of ADHD students I have there are totally the opposite. She was completely passive, and obviously you notice that this is a problem as well.	Complexity of behavior.	Endurance and learning
Like this is not something that can be only defined because the student is all the time shouting, talking, seeking for attention, but also because there are certain kind of students who have a pattern where they are usually passive, quiet, reluctant to speak, reluctant to participate. They do not finish the activity, they just kind go with the goal but they do not accomplish goals at the end of the classes. So, you could really see how these students are struggling with something, so... that's kind of...	Complexity of behavior	Endurance and learning

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So, she was really struggling in learning and obviously as I saw the report, I had to... you know... tell her some of my activities to really work with her and try to engage her as much as I could	Responding to learning situations	Endurance and empathy
She was defined as an ADHD student but then the report explicitly that there are different types of ADHD. So, her role was passive. Extremely passive. So, it was nice for me at least to know because I thought that everything related to hyperactivity had to do only with disruptive, noisy kids in the class and it's not that way so that was like my surprise to know about her case...	Complexity of behavior	Endurance and learning
Interview 2		
Well. To be a teacher of ADHD students feels like being engaged, like being motivated.	Engagement	Feelings connected to pedagogy
I think you feel more helpful when you really see not only that students are learning English but also that you are changing human lives.	The power of teaching	Significance of teaching
I think my experience has been non-stop, it means every day you have to be reading, learning, to be exploring. There is never a last... like one last word about what you're doing and I think all this process has let me to feel like need to do more, so it is like to continue being like involved with because you are dealing with human beings. Every day, every year you meet new students and the come to you with different ideas, feelings, dreams, so I think is something that we never stop. So, I think it's an unstoppable experience.	Commitment to teaching	Impact of time in teaching Change and endurance
Well. It implies to think in the methodology, think twice about the way I am going to assess them, devote time to your planning and obviously do some kind of differentiation while doing your task or while designing your activities you need to keep those things in mind, so it really implies a lot of work, also you need to be like open to the experience and to learn on what happens every day or daily bases in the classroom.	Escaping from tradition	Feelings connected to pedagogy
I don't think it would be like a general methodology because when you are teaching whatever you are teaching any course subject, the difference would not be about what they are learning but about how you are proceeding.	Escaping from tradition	Feelings connected to pedagogy
when you work with these students you would see that the whole atmosphere changes because if they are engaged, most of students are too. I think in a way they do influence what happens in the class, it could be positive sometimes, it could be also negative, it also depends on the kind of involvement you are giving them.	The force of the classroom environment	Visions of teaching
If I am working something in my special case that I have sixth grade students and seventh grade,	Escaping from tradition	Visions of teaching

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they are always like I drive my class to be integrated.		
It depends on the activity, it would depend on the role you are giving them, it would depend on teaching goal, on the learning strategies you are using like I would not really define if it is always positive of it is a negative, I think it would depend more on what is the purpose of the class and also what is the role you are giving them.	The power of ADHD students' part.	Blurring of self
when you are teaching English I thought, you are teaching just the language, you are not really dealing with the human being, you are just teaching something, but when they come to you and you see how different every student in the class is, you, like in your mind you think about well, teaching English from the language you know, so I think obviously there is a relationship as many students are goal- oriented and they know what is happening in the class always the teaching of English is more evident like you see they learn and something that happens here is that whatever you are doing that is affecting every person in the class, in a way is helping them as a community.	Willingness of going beyond	Blurring of self
I think the spectrum is growing so when you are teaching English obviously right now you are not just dealing with only the language, ok learn vocab, learn this, you are also trying to figure out how to make it work.		
Interview 3		
My understanding about the process is more related to how teacher can perceive instead of the issue itself.	Professional awareness	Self-perception
So, I don't think students are the problem. I think students are challenging opportunities for teachers to improve in their teaching practicum.	A reflective experience	Challenge as growth
I think it's been like non-ending cycle where every day you have to learn and obviously improve. It is more related to what you can as a teacher need with students rather than just being the teacher.	Refinement of teaching	Challenge as growth
You really need to get involved with the classes, with the kids and everything around the way you need to do it has to be to a positive angle, like looking at positive angle so the students can be really influenced.	Openness to new learning	Sense of change
You need to understand how to deal with the rest of them. In my personal case, to be honest obviously it has affected and I wouldn't say that this the ultimate thing I need to do as a teacher because you don't deal only with this kind of students. there are a wide range of them, with different personalities, different things.	Commitment to teaching	Change and endurance
My own teaching experience has been	Awareness of change as a	Change and endurance

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transformed	professional	
I think it's been transforming. Little by little, I think every step has enriched me more as a person, as a professional to approach better these needs.	Awareness of change as a professional	Change and endurance

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8.3. Appendix 3- Matrix 2

Working Matrix for Giorgi's five-step Method 3 (Revised)

Perception as growth

Being authentic with others and learning

Visions of teaching

Feelings connected to pedagogy

Dependency

The power of continuity

Perception as growth

From my experience, I have evidenced this problem as an issue that teachers deal with it in a daily basis and it doesn't really like have to be only when you teach little kids....	My understanding about the process is more related to how teacher can perceive instead of the issue itself.	So, I don't think students are the problem. I think students are challenging opportunities for teachers to improve in their teaching practicum.	I think it's been like non-ending cycle where every day you have to learn and obviously improve. It is more related to what you can as a teacher need with students rather than just being the teacher.
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Being authentic with others and learning

I also work with this kind of students at the university of Cordoba as well and the kind of ADHD students I have there are totally the opposite. She was completely passive, and obviously you notice that this is a problem as well.	Like this is not something that can be only defined because the student is all the time shouting, talking, seeking for attention, but also because there are certain kind of students who have a pattern where they are usually passive, quiet, reluctant to speak, reluctant to participate. They do not finish the activity, they just kind go with the goal, but they do not accomplish goals at the end of the	So, she was really struggling in learning and obviously as I saw the report, I had to... you know... tell her some of my activities to really work with her and try to engage her as much as I could.	She was defined as an ADHD student but then the report explicitly that there are different types of ADHD. So, her role was passive. Extremely passive. So, it was nice for me at least to know because I thought that everything related to hyperactivity had to do only with disruptive, noisy kids in the class and it's not that way so that was like my surprise to know about her case...
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	classes. So, you could really see how these students are struggling with something, so... that's kind of...		
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Visions of teaching

I keep myself reflecting about what I do every day and I really wanna improve. Something that I do at the end of every semester, and every period is to try to see how much I'm giving to the students for them to really learn.	When you work with these students you would see that the whole atmosphere changes because if they are engaged, most of students are too. I think in a way they do influence what happens in the class, it could be positive sometimes, it could be also negative, it also depends on the kind of involvement you are giving them.	If I am working something in my special case that I have sixth grade students and seventh grade, they are always like I drive my class to be integrated.	It depends on the activity, it would depend on the role you are giving them, it would depend on teaching goal, on the learning strategies you are using like I would not really define if it is always positive of it is a negative. I think it would depend more on what is the purpose of the class and also what is the role you are giving them.
When you are teaching English I thought, you are teaching just the language, you are not really dealing with the human being, you are just teaching something, but when they come to you and you see how different every student in the class is, you, like in your mind you think about well, teaching English from the language you know, so I think obviously there is a relationship as many students are goal- oriented and they know what is happening in the class always the teaching of English is more evident like you see they learn and something that happens here is that whatever you are doing that is affecting every person in the class, in a way is helping them	I think you feel more helpful when you really see not only that students are learning English but also that you are changing human lives.		

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as a community.			
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Feelings connected to pedagogy

Well. To be a teacher of ADHD students feels like being engaged, like being motivated.	Well. It implies to think in the methodology, think twice about the way I am going to assess them, devote time to your planning and obviously do some kind of differentiation while doing your task or while designing your activities you need to keep those things in mind, so it really implies a lot of work, also you need to be like open to the experience and to learn on what happens every day or daily bases in the classroom.	I don't think it would be like a general methodology because when you are teaching whatever you are teaching any course subject, the difference would not be about what they are learning but about how you are proceeding.
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Dependency

I think it's notorious. Every time you work with this kind of students, especially because we have large classes, you can notice students really like they are all over the place. That means that they usually like for example, they can't really sit for a long	That's the other like most, like really like think to mention, they are always behind the teacher, like teacher what should I do? teacher how can I help you?	(Although we) say "sit down and do your work", they are mostly trying to seek for attention or also to seek for some kind of help, all the time.
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time. They usually are finding attention in other kids. Or they are kind of pushing them, talking or trying to help you.		
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The power of continuity

I do care about these students for mostly like kind of misbehave in class. And obviously throughout my experience here in Antonia Santos, I've been teaching here for almost twelve years now, I have realized and noticed how my strategies can really affect what I do in the classes.	I think my experience has been non-stop, it means every day you have to be reading, learning, to be exploring. There is never a last... like one last word about what you're doing and I think all this process has let me to feel like need to do more, so it is like to continue being like involved with because you are dealing with human beings. Every day, every year you meet new students and the come to you with different ideas, feelings, dreams, so I think is something that we never stop. So, I think it's an unstoppable experience.
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